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ABSTRACT

This document briefly describes school improvement opportunities in Michigan, including 19 projects, programs, grants, and plans for school improvement in grades K-12; 2 accreditation processes; 2 school improvement opportunities for intermediate school districts; and 3 opportunities for professional development. Each description contains information on some or all of the following: (1) program goal; (2) intended participants; (3) participant or applicant information; (4) training time and cause; (5) location; (6) CEU or college credit; (7) implementation time and cost; and (8) contacts for additional information. (CLA)

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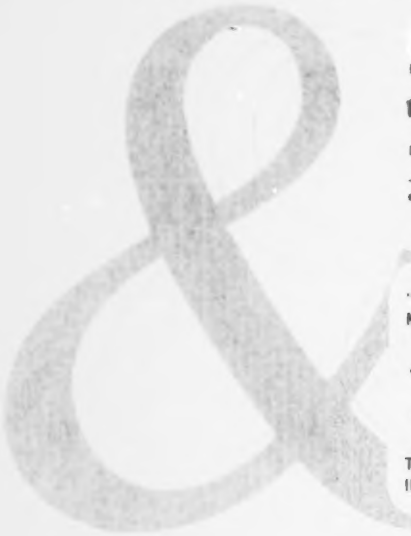

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OPPORTUNITIES

School Improvement Processes In Michigan

BEST COPY AVAILABLE

EA 022 957

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Superintendent
of Public Instruction

FOREWORD

There is a national imperative to improve schools as the world marketplace and global economy require an increasingly skillful, well-educated population. Current school reform efforts in Michigan echo this movement. School districts throughout the state are designing, implementing and institutionalizing school improvement initiatives that have a significant impact on professional development, instructional practices and student outcomes.

"School improvement is a collaborative process through which staff identifies strengths and weaknesses within the school program and uses that information as a basis for making positive changes in observable and measurable student outcomes," says the Michigan State Board of Education.

The focus on school improvement endorses our commitment to an investment in the future. In Michigan, there are many roads to school improvement. Therefore, educators have several options from which to choose and many opportunities to effect positive change. In every school, a path down that road must now be made.

Options and Opportunities is a portfolio of school improvement processes which has been assembled to give educators and those interested in education an overview of the many programs currently in operation in Michigan. Each of these programs focuses on the critical elements of quality and equity, teaching for learning and high student outcomes in both the informal and formal aspects of the school improvement process. Some school improvement processes are designed to meet the needs of specific groups while others require the participation of representatives of various groups.

I hope this information will be useful to you as you continue to develop your school improvement plans at the building and district level. An ongoing improvement process will provide your district with a blueprint for designing significant educational experiences for all students.

Donald L. Bemis
State Superintendent of Public Instruction

March, 1990

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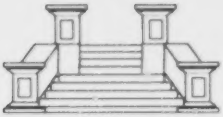
SCHOOL IMPROVEMENT (K–12)



STATE SCHOOL AID ACT 1989-90

SECTION 90: SCHOOL REDESIGN/RESTRUCTURING GRANTS

GOAL:

To award funds, by competitive application process, for purposes of planning and/or implementing innovative educational programs that will improve school performance in student outcome measures.

WHO:

Local school districts are eligible to apply.

APPLICANT INFORMATION:

The Michigan State Board of Education has defined restructuring as "re-forming the interrelationships of an organization; a strategy used to analyze and redesign the organization or structure of a school building in order to achieve desired student outcomes."

Priority consideration for grants will be given to applicants who propose to:

- Target interventions in the restructuring plans to address the needs of their at-risk populations.
- Show the involvement/decision making of a majority of teachers in the planning process.
- Show evidence of building administrator(s) having support of and direct access to the superintendent to facilitate school restructuring plans.

GRANT AWARD/DISTRIBUTION:

Local school districts are eligible to receive a maximum of $50,000 per classroom building. Funds for approved proposals will be disseminated through the regularly scheduled state aid payments.

MORE INFORMATION AVAILABLE FROM:

Nancy M. Haas, Coordinator
School Improvement Office
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-6724

STATE SCHOOL AID ACT 1989-90

SECTION 91(1): SCHOOL IMPROVEMENT PLANNING GRANTS

GOAL:

To provide financial support to classroom buildings to implement school level projects that will improve student outcomes.

To provide support for the development and adoption of 3-5 year school improvement plans and core curriculum.

WHO:

Local and intermediate school districts are eligible to apply.

APPLICANT INFORMATION:

Applicants should show evidence of the following when developing their proposal:

- Support the district will provide for developing and adopting 3-5 year school improvement plans and core curriculum.
- Method each building will use to describe the status of its school improvement planning process.
- Descriptions of how classroom buildings will address teaching for learning; quality and equity; and student outcomes in their planning.

GRANT AWARD/DISTRIBUTION:

The formula used in determining allocation is:

(1) Each classroom building ($640.00).

(2) Funds that remain distributed to buildings with more than 30 classroom teachers.

Funds for approved proposals will be distributed through the regularly scheduled state aid payments.

MORE INFORMATION AVAILABLE FROM:

Janice M. Brown, Coordinator
School Improvement Office
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-6724

EDUCATION COMMISSION OF THE STATES (ECS)

GOAL:

To help state leaders improve the quality of education. This includes:

- Restructuring schools for more effective teaching and learning.
- Addressing the educational needs of at-risk youth.
- Improving the quality of higher education.
- Ensuring the full participation of minorities in the professions by ensuring their full participation in education.

WHO:

Governors; legislative leaders and their senior policy aides; chief state school officers; state higher education executive officers and their senior policy associates; members of state education boards; leaders of local schools, campuses and governing bodies; and others appointed by governors as ECS commissioners.

GENERAL INFORMATION:

ECS has these outreach and network programs:

- ADVANCED LEGISLATIVE PROGRAM SERVICES IN EDUCATION (ALPS). Periodic conferences, cosponsored with the National Conference of State Legislatures, enable state legislative leaders to share information and talk with experts about education issues.

- STATE EDUCATION POLICY SEMINARS (SEPS). Education seminars, co-sponsored with the Institute for Educational

- ADVISORY COMMISSIONERS NETWORK. Representatives of the nation's leading education-related organizations participate in

ECS as advisors, as links between ECS and their organizations, and as cooperators on education issues that cross several organizations.

- SPECIAL NETWORKS. Separate networks for governors' aides and legislative aides help these key people to keep in touch with their counterparts. ECS directories and special meetings offer further support.

ECS publishes the **State Education Leader**, a quarterly review of issues and happenings in education and politics; and periodic reports on elementary, secondary and higher education finance, governance and legal issues.

ECS works closely with the Coalition for Essential Schools.

TRAINING TIME AND COST:
WHERE:
CEU/COLLEGE CREDIT:
IMPLEMENTATION TIME AND COSTS:
MORE INFORMATION AVAILABLE FROM:

Headquarters:

Frank Newman, President or
Beverly Anderson, Associate Executive Director
1860 Lincoln Street, Suite 300
Denver, Colorado 80295-0301
303/830-3600

EFFECTIVE SCHOOLS

GOAL:

To assist schools and school districts to achieve quality and equity for all students.

WHO:

School districts committed to an effective schools process for continuous and ongoing renewal; state departments of education entering into substantive effective schools programs; associations such as the Michigan Association of School Administrators (MASA) or the Texas Education Agency.

GENERAL INFORMATION:

Effective Schools is an educational publishing and consulting company.

TRAINING TIME AND COST:

Negotiated individually.

WHERE:

Determined individually.

CEU/COLLEGE CREDIT:

None.

IMPLEMENTATION TIME AND COST:

3-5 years; released time and staff development.

MORE INFORMATION AVAILABLE FROM:

Lawrence Lezotte
Effective Schools
2199 Jolly Road, Suite 160
Okemos, Michigan 48864
517/349-8841

LEADERSHIP FOR SCHOOL IMPROVEMENT PROGRAM (LSIP)

GOAL:

To develop a district plan for building-based school improvement and will learn the skills necessary for implementation of this plan, based on effective schools research. (Featured presenter is Dr. Lawrence Lezotte.)

WHO:

Nine member leadership team. Superintendent required as member.

PARTICIPANT INFORMATION:

Participants will create a district school improvement plan which addresses the following topics:

- Demographic description of school district
- Developing a district mission
- Internal communication process
- Curriculum development and implementation process
- Measurement of student progress linked to curriculum goals
- Instructional data monitoring system
- Staff development program
- Planning process for individual schools
- Program evaluation and policy analysis

In addition, a workbook will be provided to work through the topics listed above.

Supplementary materials, including a comprehensive bibliography, black line masters, video tape, evaluation tools, and names of schools implementing programs are provided.

TRAINING TIME AND COST:

Three statewide meetings (total of 7 days) fall, winter, spring
Three regional meetings (total of 3 days)
$250 per team member includes: full-year registration; all materials and resources; lunches, dinners and refreshment breaks at state-wide seminars. Participants are responsible for travel, lodging, and additional meals.

Note: This project partially funded by a grant from the U.S. Department of Education to the Michigan Institute for Educational Management.

WHERE:

Flexible.

CEU/COLLEGE CREDIT:

3.3 SB-CEU for full attendance. No college credit.

IMPLEMENTATION TIME AND COST:

Cost of implementation - released time for planning team, and speakers, etc. to be determined locally.

MORE INFORMATION AVAILABLE FROM:

David Kahn
Michigan Institute for Educational Management
421 W. Kalamazoo St.
Lansing, Michigan 48933
517/371-5250

LEARNING LABORATORY INITIATIVE (NEA/MEA)

GOAL:

To provide designated school districts with the opportunities and resources to take the lead in developing the schools of tomorrow.

To expect the learning laboratory participants to examine current research on comprehensive school transformation and make their own unique contributions to professional knowledge.

WHO:

K-12 district selected through application process.

PARTICIPANT INFORMATION:

Project participants are expected to:

- Involve all school partners.
- Improve the climate of local education.
- Foster innovation throughout the organizational structure.
- Foster collaborative environment.
- Expand qualitative options for students.
- Have sufficient resources to accomplish these goals.
- Network with other Learning Laboratory Schools across the national.

TRAINING TIME AND COST

Contingent on needed resources/services.

WHERE:

At district site.

CEU/COLLEGE CREDIT:

IMPLEMENTATION TIME AND COST:

MORE INFORMATION AVAILABLE FROM:

Paul A. Sanchez
Consultant
Professional Development/Human Rights Department
Michigan Education Association
P.O. Box 2573
East Lansing, Michigan 48826-2573
517/332-6551 or 800/292-1934

MASTERY IN LEARNING PROJECT (Site Based Faculty-Led School Reform Initiative) (MIL)

GOAL:

To focus on the essentials of schooling - teaching, learning, curriculum and how these interrelate to define the school

To empower school faculty and its community to create the climate and conditions necessary for students to master important knowledge and skills

To address three central issues that drive school renewal efforts:

- What is significant in the course of study?
- How do students learn best?
- How can we teach more effectively?

To provide school staffs with the necessary time, resources, skills and motivation to restructure their school into self-renewing centers of inquity.

WHO:

The Project's target audience is faculty and site-based administrators in a school district.

PARTICIPANT INFORMATION:

Working with Project staff and using planning instruments designed by the Project, the faculty at each school identifies improvement priorities and prepares a specific plan for implementing change.

Step 1: School Profile. This profile details the school's academic program, instructional styles, student attitudes and aptitudes and other conditions that influence learning and teaching. Data is provided through structured interviews.

Step 2: Faculty Inventory. The faculty establishes priorities for teaching, learning, curriculum and the school climate through a series of group and individual activities.

Step 3. Empowerment. Using TRaK (Teaching Resources and Knowledge), the project's database, staff explore school improvement options by examining research-based approaches to learning, teaching and organization of curriculum that address the priorities established by the Faculty Inventory.

Step 4. Comprehensive Change. The faculty prepares and implements a school improvement plan that focuses on high, relevant standards for students.

TRAINING TIME AND COST:
WHERE:
CEU/COLLEGE CREDIT:
IMPLEMENTATION TIME AND COST:
MORE INFORMATION AVAILABLE FROM:

Flint Community Schools
Stewart Elementary School
1950 Burr Blvd.
Flint, Michigan 48503 (313/762-1573)

Robert M. McClure, Director
NEA Mastery in Learning Project
1201 16th Street, N.W.
Washington, D.C. 20036 (202/822-7907)

MICHIGAN SCHOOL NETWORK
(School-Based Improvement and Staff Development)

GOAL:

To provide a network for elementary schools that will serve to link human and material resources from the collective group.

To assist school teams in implementing a school-based management model which supports staff development to accomplish school improvement goals.

WHO:

Vertical school teams within a district to include the building principal, two classroom teachers, one central office person and one board of education or community member.

PARTICIPANT INFORMATION:

The Network Project will support and assist in developing:

- School improvement plans for each participating school.
- A written data base describing the evolving school improvement process.
- A systematic plan for school sharing of ideas and programs.
- A Network Newsletter highlighting the participating schools.
- An electronic hook-up among Network Schools.

TRAINING TIME AND COST:

Participants in NETWORK meet twice annually in the fall and spring. Each team is responsible for costs.

WHERE:

Various locations throughout the state.

CEU/COLLEGE CREDIT:

Not applicable.

IMPLEMENTATION TIME AND COST:

Not applicable.

MORE INFORMATION AVAILABLE FROM:

Helen Burz, Network Coordinator and Principal
Midvale Elementary School
2121 Midvale
Birmingham, Michigan 48009
313/645-2838

MICHIGAN SCHOOL NETWORK:

Avalon Elementary, St. Clair Shores - Dave Myers, Principal
Bryant Elementary, Owosso - Bill Aue, Principal
Caledonia Elementary, Caledonia - Jeanne Glowicki, Principal
Daisy Brook Elementary, Fremont - Jody Byland, Principal
Figgi Elementary, Plymouth/Canton - Barbara Young, Principal
Hopkins Elementary, Hopkins - Dan Bushouse, Principal
Miami Elementary, Mt. Clemens - Dan Martin, Principal
Northwood Elementary, Royal Oak - Nina Keener, Principal
Peech Plains Elementary, Grand Haven - Melinda Eidson, Principal
Scottville/Mason County, Scottville - Gary Papke, Principal

MIDDLE CITIES SCHOOL IMPROVEMENT APPROACH

GOAL:

To improve student learning by establishing a focus on teaching for learning; by establishing a belief system of high expectations for all; by reorganizing time for improvement planning and staff collaboration; by establishing on-going central office assistance and support.

WHO:

Principal and a team of 5-10 individuals. Also, on-going involvement of superintendent and central office team.

PARTICIPANT INFORMATION:

Participants will focus on:

- The fundamental premises of the Effective Schools Research of Ron Edmonds and Lawrence Lezotte.
- The purpose of school. Teams and their staffs will develop a statement of mission.
- The evidence of effectiveness in meeting the mission. Teams collect disaggregated student outcomes data to assess effectiveness.
- The improvement objectives. Teams will select, with their staffs, cognitive and affective school improvement objectives, written in broad student outcome terms, and including the student data to be used to assess progress.

- The school improvement plan. Teams will coordinate writing of the school plan which will include the above plus strategies based on research and best practice, time lines, persons responsible, etc.

- Maintaining the effort. School and district teams will work to have on-going school improvement become a part of the school's culture.

TRAINING TIME AND COST:

Twelve days of workshops over 3 years and frequent school and central office visits by Middle Cities Education Association staff members. Cost is dependent upon funding sources.

WHERE:

Flexible.

CEU/COLLEGE CREDIT:

SB-CEU credit is offered for each workshop.

IMPLEMENTATION TIME AND COST:

Three to five years implementation time.

MORE INFORMATION AVAILABLE FROM:

Michael Boulus, Executive Director
Lynn Benore or Ron Valutis
Middle Cities Education Association
517 Erickson Hall
Michigan State University
East Lansing, Michigan 48824
517/355-1720

NATIONAL CENTER FOR EFFECTIVE SCHOOLS
(University of Wisconsin - Madison)

GOAL:

To provide assistance to schools in order to assure that all pupils, regardless of gender, race, or socioeconomic status, receive both a quality education and an equal opportunity to learn.

WHO:

Individual schools and districts.

GENERAL INFORMATION:

The "Effective Schools Model" is a school reform framework based on evolving research. Out of that research, two **standards** for measuring effectiveness have evolved.

The **quality** standard - assures that the level of achievement is high.

The **equity** standard - assures that the high achievement does not vary significantly across the subsets of the school's student population.

- The Center offers a research-into-practice information system which is continually updated.
- The Center sponsors and produces a variety of school improvement training institutes, workshops, and seminars.
- The Center develops a variety of educational materials and products for training purposes.

- The Center provides consulting services and technical assistance on an on-going, contractual basis to public school districts.

TRAINING TIME AND COST:

Negotiated individually.

WHERE:

To be determined.

CEU/COLLEGE CREDIT:

To be determined.

IMPLEMENTATION TIME AND COST:

Three to five years.

Released time and staff development.

MORE INFORMATION AVAILABLE FROM:

Kent Peterson
Associate Professor
University of Wisconsin-Madison
Room 1161-G, 1025 West Johnson
Madison, Wisconsin 53706
608/686-2397

Lawrence Lezotte
Effective Schools
2199 Jolly Road, Suite 160
Okemos, Michigan 48864
517/349-8841

NATIONAL CENTER FOR OUTCOME-BASED EDUCATION (OBE)

GOAL:

To facilitate the development of Outcome-Based Education.

WHO:

The Center works with school districts, rarely with individual schools.

PARTICIPANT INFORMATION:

Leadership training involving climate and culture is offered.

The Center will provide a wide range of services, including but not exclusive to the following:

1. Orientation and familiarization to Outcomes-based Education using an Outcomes-Driven Developmental Model.
2. Direct training to school districts wishing to adopt and implement an Outcomes-Driven Developmental Model.
3. Developing trainers in Outcomes-based Education.
4. Certifying districts as Outcomes-based schools.
5. Conducting National Conferences and task-specific seminars.
6. Providing specific consultation services in areas of districts' perceived needs.
7. Conducting school and districts' needs assessment.
8. Developing teacher assessment and professional growth plans.

9. Specific skill training and development of:

- transforming leadership.
- effective Board of Education functioning to support OBE.
- networking between and among districts and other educational, business and political institutions.
- self-renewal activities.
- curriculum alignment.
- change agent capabilities.

10. Coordination of specific research on OBE and OBE practices.

TRAINING TIME AND COST:

Individually negotiated depending on size of district.

WHERE:

On site.

SB-CEU/COLLEGE CREDIT:

None.

IMPLEMENTATION TIME AND COST:

Two to three year process. Costs are determined locally.

MORE INFORMATION AVAILABLE FROM:

John R. Champlin
15429 Richwood
Fountain Hills, AZ 85269
602/837-8752

OUTCOME-DRIVEN DEVELOPMENTAL SCHOOLS (ODDM)

GOAL:

To improve all facets of school operation in order to produce excellent achievement by all students.

WHO:

After adoption of ODDM by the school district initial training can proceed in one of several ways:

- A leadership team consisting of a principal from each building involved, an instructional leader from the central office, at least three teachers from each building and instructional leaders from each of the major disciplines if a middle school is involved.
- All staff from one building.
- Some of the staff from some of the buildings.

PARTICIPANT INFORMATION:

- Participants will learn to redesign their school operation in 20 areas, such as staff development, flow of communications, instruction, curriculum design, climate, leadership and management.
- This redesign will be based on the best research literature, effectively translating theory and research into practice.
- Evaluation services and a wide range of high quality training materials, including 14 video tapes produced by a PBS station, are included.

TRAINING TIME AND COST:

Twenty six days over two years. Travel expenses and honoraria for trainers. Expenses will be less for each adopter if a cluster of districts participates. One year contracts available @ $23,000 plus expenses. Includes 10 days of training. Two year total $36,000 - $38,000 plus expenses.

WHERE:

On-site, or, if there is a cluster of school districts, at the site most convenient to all.

CEU/COLLEGE CREDIT:

May be arranged by local district.

IMPLEMENTATION TIME AND COST:

Minimal. Few materials and no additional equipment necessary. The ODDM project provides a wide range of materials. The timeline for implementation - six phases over a two year period.

MORE INFORMATION AVAILABLE FROM:

Frank Vallessi
Johnson City School District
666 Reynolds Road
Johnson City, New York 13790
607/770-1200

PARTICIPATORY MANAGEMENT IN EDUCATION (PME)

GOAL:

To develop cooperative management strategies and organizational structures to improve the following:

- The quality of education.
- The quality of working life for employees.
- The quality of learning life for students.

WHO:

Total school participation - students, teachers, administrators, non-instructional staff.

PARTICIPANT INFORMATION:

- The program encourages total school participation.
- Staff are members of the school "action" teams which assist in the decision making process.

TRAINING TIME AND COSTS:

Flexible time. Funded by the Detroit Public Schools and Matila Wilson, McGregor, and W.K. Kellogg Foundations.

WHERE:

On site.

CEU/COLLEGE CREDIT:

None.

IMPLEMENTATION TIME AND COST:

Immediate. See above for funding.

MORE INFORMATION AVAILABLE FROM:

Ellen Stephens
Deputy Superintendent for Educational Quality
Detroit Public Schools
Room 308, School Center Building
5057 Woodward Avenue
Detroit, Michigan 48202
313/494-1092

RE:LEARNING
COALITION OF ESSENTIAL SCHOOLS (CES)
Supported by the Education Commission of the States (ECS)

GOAL:

To create schools where rigorous use of the mind is the highest priority for all students.

- Focus on intellect/thinking.
- Refashion schools on a new and different set of principles.

WHO:

K-12 schools.

GENERAL INFORMATION:

Coalition of Essential Schools (CES) takes these assumptions seriously:

- Student as worker, teacher as coach. Move from "time spent" in a class to "exhibition of skill.
- Less is more. It's better to understand the use of content rather than cover an amount of content.
- People are different. Students learn differently. Schools should be thoughtful places, not places of rote memorization.
- Schools should be thoughtful places, not places of rote memorization.
- Each school can best decide how to create a thoughtful school.
- Do we really want to educate people who think?

This last question must be answered affirmatively if the other assumptions are true.

TRAINING TIME AND COST:

Planned individually with districts and/or schools.

WHERE:

Planned individually.

CEU/COLLEGE CREDIT:

None.

IMPLEMENTATION TIME AND COST:

Planned individually.

MORE INFORMATION AVAILABLE FROM:

Nancy Haas, Coordinator
Office of School Improvement
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-6724

Deborah Clemmons, Supervisor
Office of Professional Development
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-3608

Carol Barnes
Governor's Cabinet Council on Human Investment
Knapp's Centre, Suite 530
300 South Washington Square
Lansing, Michigan 48913
517/373-1814

SCHOOL BASED MANAGEMENT (SBM)

GOAL:

To decentralize decision-making authority in order to improve the quality of education.

To unleash the creative powers of those most involved in serving and being served by schools.

WHO:

A School Based Management Team elected by the six constituencies represented, including students, parents, community, instructional staff, non-instructional staff, and administration.

PARTICIPANT INFORMATION:

The basic **principle** of School-Based Management is to decentralize decision-making authority to the schools.

The **process** of decision-making to be used provides regular opportunities for the direct participation and input of parents, students, community, teachers, non-instructional staff and administrators.

School-Based Management allows the local school to assume decision- making authority over both instructional and non-instructional matters if they desire to do so.

The local schools are responsible for meeting the goals of the school district.

Support is provided by the Board of Education or management in a variety of areas, including waivers of certain policies or practices,

lists of vendors, lists and explanations of promising instructional strategies, etc.

Training will consist of the following topics: consensus building, brainstorming, creative problem-solving, group dynamics, decision- making skills, leadership, conflict management, and other topics to be decided by the school.

WHERE:

Determined by participants.

TRAINING TIME AND COST:

Determined by participants

CEU/COLLEGE CREDIT:

None at this time.

IMPLEMENTATION TIME AND COST:

In development stages.

MORE INFORMATION AVAILABLE FROM:

Ellen Stephens
Deputy Superintendent for Educational Quality
Detroit Public Schools
Room 308, School Center Building
5057 Woodward Avenue
Detroit, Michigan 48202
313/494-1092

STRATEGIES USED TO COOPERATIVELY CREATE EFFECTIVE SCHOOLS AND STAFFS (SUCCESS)

GOAL:

To develop and support a network of knowledgeable and skilled educators to facilitate the implementation of school improvement and staff development within the schools.

WHO:

District and building administrators; teachers; curriculum and staff consultants; and leaders of school improvement or staff development planning teams. Teams of at least one administrator and one or two teachers are encouraged.

PARTICIPANT INFORMATION:

Participants will:

- Receive the knowledge and skills necessary to develop and implement a district and building level school improvement and staff development program.
- Explore strategies for developing a systematic team approach for constructive change and improvement in a school district or building.
- Examine exemplary school improvement programs currently being used in schools in the state and nation.
- Discuss and engage in activities related to the concepts of effective schools, organizational cultures, leadership, adult learning, staff development and the change process.
- Design and implement a school improvement and staff development plan.
- Develop new leadership skills.

- Receive a Guidebook for Facilitating the Development of Effective Schools through School Improvement and Staff Development.

TRAINING TIME AND COST:

Nine sessions first year, $90 includes lunches, snacks, materials.
Five follow up sessions 2nd year, no charge.
Five follow up sessions 3rd year, no charge.

WHERE:

Flexible

CEU/COLLEGE CREDIT:

Up to 5 SB-CEU's or National CEU's

IMPLEMENTATION TIME AND COST:

Three to five years, costs determined locally

MORE INFORMATION AVAILABLE FROM:

Ron Sergeant
Wayne County Intermediate School District
33500 Van Born Rd.
Wayne, MI 48184
313/467-1384

COLLABORATIVE SCHOOL IMPROVEMENT PROCESS (C-SIP)

GOAL:

To design and implement the improvement plans of local schools.

WHO:

Schools from Wayne, Washtenaw, Monroe, Macomb, and Oakland Intermediate School Districts. Faculty from Wayne State University and Eastern Michigan University work with a district facilitator (central office), building principals, teacher-elected building leadership team, and the total faculty.

PARTICIPANT INFORMATION:

This model is based on the proposition that the building is the largest single unit in which change for the improvement of student outcomes can occur.

It is an uncomplicated, straightforward problem-solving system which provides for an interface between theory, research, and scientific data on the one hand, and knowledge and understanding of the educational setting on the other. What distinguishes the C-SIP process from traditional school improvement systems is the equity given to teachers as equal stakeholders in school improvement.

There is ongoing support on-site from university faculty.

TRAINING TIME AND COST:

Determined jointly.

CEU/COLLEGE CREDIT:

Possibility of arranging State Board of Education SB-CEU's in consultation with Intermediate School Districts.

IMPLEMENTATION TIME AND COST:

Three year cycle supported by a grant.

MORE INFORMATION AVAILABLE FROM:

Wendell Hough,
Professor of Educ. Admin.
& Director of CSIP Project
441 College of Education
Wayne State University
Detroit, Michigan 48202
313/577-1736

June Hopkins
Associate Superintendent,
General Instruction
or Deborah Rossetto
Monroe County I.S.D.
1101 S. Raisinville Rd..
Monroe, Michigan 48161
313/242-5454

Ginny Titsworth
Wayne County I.S.D.
33500 Van Born Road
Wayne, MI 48184
313/467-1547

Mary Green, Associate Dean
Ruby Meis or Barbara Diamond,
Eastern Michigan University —
C-SIP Coordinators
Collaborative School Improvement
Process
College of Education
111 King Hall
Eastern Michigan University
Ypsilanti, Michigan 48197
313/487-3134 or 313/487-1060

Dixie Hibner
Asst. Supt., Instructional Services
Washtenaw County I.S.D.
1819 S. Wagner, P.O. Box 1406
Ann Arbor, MI 48106-1406
313/994-8100

DETROIT COMPACT

GOAL:

To improve the academic performance and employability skills of Detroit Public School students.

To develop strategies with businesses to employ Detroit Public School students.

To develop strategies with post-secondary institutions to recruit, admit and retain Detroit Public School students.

WHO:

Compact schools are Detroit Public Schools where 75% of the teachers and 50% of the students agree to work toward the Compact concept. Compact students are those who actually sign a Compact contract. Schools must apply and are selected by a team representative of business, community, labor, higher education, state and local government.

PARTICIPANT INFORMATION:

Compact schools must have 25% of their students sign a Compact contract in year one, 30% in year two, 40% in year three, and 50% or more in year four.

Compact schools will receive a long-term commitment of resources, i.e.; personnel, materials, equipment, staff development, release time, substitute costs, etc.

Compact students must meet specific performance standards which will provide "certainty of opportunity" for jobs and/or financial assistance and support for a post-secondary education.

Compact schools receive $25.00 per student for each student who signs a contract.

A compact worker, paid for by business, is assigned to work with each student.

The Detroit Compact is a partnership between business, government, higher education, labor, the community, and the Detroit Public Schools.

TRAINING TIME AND COST:

Training as needed for professional development. Costs covered by Compact.

WHERE:

Flexible

CEU/COLLEGE CREDIT:

None

IMPLEMENTATION TIME AND COST:

Compact program will provide some money for supplies and equipment. Implementation will begin in the fall of 1989.

MORE INFORMATION AVAILABLE FROM:

Dr. John Porter
Superintendent
Detroit Public Schools
5035 Woodward
Detroit, Michigan 48202
313/494-1075

SCHOOL EFFECTIVENESS PLAN (DETROIT PUBLIC SCHOOLS)

GOAL:

To improve student learning through a collaborative process of planned change at each school.

- All students will master essential learnings.
- There will be equity in those learnings.

WHO:

Every Detroit school.

GENERAL INFORMATION:

The School Effectiveness Plan is a two-year plan for school improvement developed by each Detroit school. It is developed collaboratively by the total staff with community and student input and support. It serves as the school's basic implementation plan for attaining high priority learning objectives which the school has established.

School objectives are stated as measurable student outcomes. Plan success is determined by the extent to which these outcomes have been attained.

School plans are supportive of district learning priorities. The planning process supports the district's focus on school-based management.

TRAINING TIME AND COST:

To be determined locally.

WHERE:

To be determined locally.

CEU/COLLEGE CREDIT:

None.

IMPLEMENTATION TIME AND COST:

1. Collaborating (March, 1989 - ongoing).
2. Assessing (March-April, 1989).
3. Researching (April-May, 1989).
4. Writing (May-June, 1989).
5. Implementing (August, 1989 - June, 1991).
6. Monitoring and Evaluating (August, 1989 - June, 1991).

MORE INFORMATION AVAILABLE FROM:

Allen Zondlak
Planning Department Educational Services
944 School Center Building
Detroit Public Schools
5057 Woodward
Detroit, Michigan 48202
313/494-1100

*All Detroit Public Schools participate.

UPPER PENINSULA CENTER FOR EDUCATIONAL DEVELOPMENT

GOAL:

To improve K-12 education throughout the Upper Peninsula.

To train 150 Upper Peninsula educators in teacher and school effectiveness to serve as trainers in their constituent districts.

To train Northern Michigan University faculty in teacher and school effectiveness so they can include this information in teacher preparation.

WHO:

Cohort groups (teachers, Northern Michigan University faculty, and administrators who will become trainers).

Teams from local schools and/or districts.

PARTICIPANT INFORMATION:

Participants will study effective schools research and models, with the intent of developing and implementing school improvement in their school and/or districts based on effective schools research.

Cohorts will learn to train others. There will be trainers available in each of the seven Upper Peninsula Intermediate School Districts.

School improvement video materials, copies of research studies, assistance in data collection, etc. are available through the Upper Peninsula Center for Educational Development.

TRAINING TIME AND COST:

Flexible. Some funding from Upper Peninsula Intermediate School Districts, Northern Michigan University, the Michigan Department of Education, and the W.K. Kellogg Foundation.

WHERE:

To be determined.

CEU/COLLEGE CREDIT:

SB-CEUs may be earned.

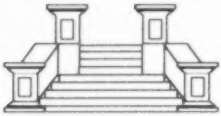
IMPLEMENTATION TIME AND COST:

Flexible.

MORE INFORMATION AVAILABLE FROM:

Kirk A. Nigro, Director
Upper Peninsula Center for Educational Development
402 Cohodas Administration Building
Northern Michigan University
Marquette, Michigan 49855
906/227-2017
Fax #906/227-1385

ACCREDITATION



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MICHIGAN ACCREDITATION PROGRAM (MAP)

GOAL:

To improve student outcomes and to meet standards necessary to become an accredited school.

WHO:

Steering committee composed of principal, chair, and 2-5 representative staff members. (All staff will ultimately be involved in the accreditation process.)

PARTICIPANT INFORMATION:

Participants will:

- Receive a set of standards which assures the community that the essential elements for a quality education are in place.
- File an annual report delineating student outcomes on cognitive, affective, and school climate measures.
- Develop a 3-5 year school improvement plan designed to achieve the desired student outcomes.
- Use this plan as a framework for improvement in the six year MAP cycle, and as a basis for growth for the next self-study.
- Engage in process that is building-based and designed to empower teachers to develop a program which better serves the students of the school.

TRAINING TIME AND COST:

Five days. Meals and travel.

WHERE:

Lansing and regional sites throughout the state.

CEU/COLLEGE CREDIT:

Pending.

IMPLEMENTATION TIME AND COST:

Two years.
Ability to meet MAP standards.
Possibly several half days for faculty to work on study.
"Kick off" event.
Hosting visitation team.

MORE INFORMATION AVAILABLE FROM:

Linda Forward
Office of Technical Assistance and Evaluation
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909
517/373-6724

NORTH CENTRAL ASSOCIATION OUTCOMES ACCREDITATION PROCESS (NCA/OA)

GOAL:

To focus a school's North Central Association evaluation on student success, while answering quality- with-equity issues.

To document the achievement of the specific learning outcomes a school has targeted.

WHO:

Principals and chairs of steering committees or building level teams receive training. Whole school staff is involved.

PARTICIPANT INFORMATION:

Principals and chairpersons may attend a fall conference, in which at least half of the sessions will focus on school improvement based upon the NCA/OA process. There will also be opportunities for informal sharing of program successes and problems during this year.

The NCA/OA process ties in with many of the various professional development and school improvement programs available.

Accreditation is granted annually upon submission of an NCA/OA report.

TRAINING TIME AND COST:

Two day fall conference includes continental breakfast, lunch and materials — $40 per day. One day sharing session — no cost.

WHERE:

Fall Conference - Lansing

Sharing sessions - 1 day in Detroit; 1 day in Grand Rapids.

CEU/COLLEGE CREDIT:

Up to 1.5 SB-CEUs.

IMPLEMENTATION TIME AND COST:

Implementation begins when plan is decided upon. School enters int· 3-4 year on-going cycle.

Cost - Hosting 5-8 member visitation team.

MORE INFORMATION AVAILABLE FROM:

William Bushaw, State Director
Michigan Committee
North Central Association
The University of Michigan
3338 School of Education Building
Ann Arbor, Michigan 48109'
313/747-2001

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INTERMEDIATE SCHOOL DISTRICT

5.3

INTERMEDIATE SCHOOL DISTRICT FACILITATOR TRAINING IN SCHOOL IMPROVEMENT

GOAL:

To train intermediate school district personnel in the facilitation of district supported, building based school improvement for their local constituencies.

WHO:

Intermediate school district personnel.

PARTICIPANT INFORMATION:

Participants will:

- Receive an overview of school improvement, where it is headed in Michigan, and expectations and activities for intermediate school district personnel.
- Learn about district involvement in school improvement, how it can promote building-based school improvement, and how intermediate school educators can reinforce this role.
- Explore the elements of a successful building based school improvement program and identify strategies for its support.
- Examine the uses of school and district level data in school improvement planning and possible technical assistance roles for Intermediate School Districts.
- Have input into future directions.

TRAINING TIME AND COST:

Ten days annually organized into five sessions.

$125 participation fee for each school year.

WHERE:

At Intermediate School Districts throughout Michigan.

CEU/COLLEGE CREDIT:

SB-CEUs - 1.0 per session.

IMPLEMENTATION TIME AND COST:

Not applicable.

MORE INFORMATION AVAILABLE FROM:

Dave Kahn
Michigan Institute for Educational Management
421 West Kalamazoo Street
Lansing, Michigan 48933
517/371-5250

Janice Brown, Coordinator
School Improvement Office
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-6724

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STATE SCHOOL AID ACT 1989-90

SECTION 91(3): REGIONAL SUPPORT SERVICES GRANTS

GOAL:

To establish regional support services and technical assistance for school improvement planning at the local school level.

WHO:

Intermediate school districts are the only eligible fiscal agents under this program.

APPLICANT INFORMATION:

- Applications in which an intermediate school district proposes to coordinate with other intermediate school districts in their geographic area will be given highest priority.

- The focus of the Section 91(3) grant will be on the development of regions which have the potential to address state-wide and regional needs in the area of school improvement planning.

- The development of regional support serivces in training, core curriculum, planning, communication networks, annual education reports and other local school improvement planning efforts are required.

GRANT AWARD/DISTRIBUTION:

By competitive application process, a maximum of $50,000 will be awarded to at least three regional support centers which will be fiscally administered through an intermediate school district. Funds for approved proposals will be distributed through the regularly scheduled state aid payments.

Regional Support Services Grants for 1989-90 were awarded to:

Calhoun Intermediate School District
Gogebic-Ontonagon Intermediate School District
Huron Intermediate School District
Saginaw Intermediate School District

MORE INFORMATION AVAILABLE FROM:

Janice M. Brown, Coordinator
School Improvement Office
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-6724

PROFESSIONAL DEVELOPMENT

CHAPTER 1 PROGRAM IMPROVEMENT

GOAL:

To improve the learning of Chapter 1 students.

WHO:

Program improvement plans will be developed by local education agencies for schools in which Chapter 1 students do not show progress in relation to their peers.

Student improvement plans will need to be developed for individual children not showing progress.

School-wide projects are possible in schools having low income concentrations of 75% or more students.

PARTICIPANT INFORMATION:

- Program improvement projects will need to be developed and implemented by local education agencies in coordination with the school in which Chapter 1 students do not show progress as compared to their peers.

- School-wide projects are optional and must be approved by the Michigan Department of Education. The planning teams for these projects must include all who will be involved in carrying out this program, including parents and, in the case of high school projects, students. The projects must be planned primarily to meet the needs of low-achieving children.

PLANNING TIME AND COST:

Districts have up to one school year to develop school program improvement plans if students do not show progress.

Planning costs may be included in the district's Chapter 1 budget.

WHERE:

Statewide; dependent upon Chapter 1 evaluation results.

CEU/COLLEGE CREDIT:

None.

IMPLEMENTATION TIME AND COST:

Implementation must begin immediately following the year allowed for development. Costs may be included in the district Chapter 1 budget. A small amount of additional Chapter 1 money is available to assist with implementation.

MORE INFORMATION AVAILABLE FROM:

Linda Brown, Supervisor
Compensatory Education Programs
P.O. Box 30008
Lansing, Michigan 48909
517/373-3921

EDUCATIONAL EXTENSION SERVICE (EES) PROFESSIONAL DEVELOPMENT SCHOOLS

GOAL:

To translate educational research and other new knowledge about teaching, learning and the organization and management of schools into practical forms and to demonstrate the improvement in students' learning that can be achieved by using this new knowledge.

To make this practical, applied knowledge more accessible to educators around the state.

WHO:

Teams from schools designated as Professional Development Schools, and members of the groups associated with the Dissemination Component of the Education Extension Service.

PARTICIPANT INFORMATION:

Participants in the Professional Development Schools will work closely with Michigan State University faculty to develop and implement school improvement programs in their buildings.

Two parallel sets of partnerships have been established. First, a set of direct partnerships with a small number of schools where collaboration with teachers and administrators will facilitate the research application and demonstration. And second, a set of partnerships with other organizations that have their own independent capabilities and resources to connect new knowledge with practice in education.

Dissemination component members representing professional associations, other institutions of higher education and intermediate school districts will be involved with Michigan State University faculty in disseminating information to their members through conferences, seminars, meetings and publications.

This information will consist of a sharing of ideas and techniques concerning teaching and learning, as well as ideas about school organization and management that will facilitate teaching and learning.

PLANNING TIME AND COST:

Variable within Professional Development Schools and school districts as determined by local teachers and Michigan State University faculty. For Dissemination Team, 3-5 annual meetings. For both groups, 9 day Summer Institute. Cost for academic year services and Summer Institute is supported by grants.

WHERE:

Michigan State University faculty works on-site during school year. Summer Institute is in East Lansing, Michigan State University campus.

CEU/COLLEGE CREDIT:

Up to 2 hours can be earned during the Summer Institute. Up to one hour additional for project work.

IMPLEMENTATION TIME AND COST:

Immediate implementation. Costs written into the school budget.

MORE INFORMATION AVAILABLE FROM:

Charles L. Thompson
Associate Dean
College of Education
518 Erickson Hall
Michigan State University
East Lansing, Michigan 48824
517/355-6681

Janice M. Brown
Coordinator
School Improvement Office
Michigan Dept. of Education
P.O. Box 30008
Lansing, Michigan 48909
517/373-6724

LEADERSHIP ACADEMY
Michigan Institute for Educational Management (MIEM)

GOAL:

To develop leadership skills in and expanded knowledge of school improvement.

WHO:

Michigan central office and building level school administrators, and teachers.

PARTICIPANT INFORMATION:

The Leadership Academy offers a comprehensive array of seminars designed to address technical, human, and conceptual skills. It provides programs that take into account various learning styles; time constraints; geography; levels of experience; and local, state and national issues while continuing to focus on the individual growth of the participants.

TRAINING TIME AND COST:

There are a variety of seminars from one day to one year in length. Registration fee varies.

WHERE:

Sites selected throughout the state.

CEU/COLLEGE CREDIT:

SB-CEU credit is offered for each seminar.

IMPLEMENTATION TIME AND COST:

MORE INFORMATION AVAILABLE FROM:

Dave Kahn
Michigan Institute for Educational Management
421 West Kalamazoo Street
Lansing, Michigan 48933
517/371-5250

SITE-BASED DECISIONMAKING TRAINING

GOALS:

Introduce the concept of Site-based Decisionmaking.

Examine internal and external pressures driving changes in decisionmaking.

Explore structural options possible in site-based decisionmaking efforts.

Examine the relationship between site-based decisionmaking and such Association goals and programs as collective bargaining.

WHO:

Michigan Education members, school administrators, and school board members.

PARTICIPANT INFORMATION:

- The Michigan Education Association site-based decisionmaking program is designed to explore the aspects of site-based decisionmaking in order to help local Associations better understand the process of site-based decisionmaking.

- Site-based decisionmaking is a joint planning and problem solving process that seeks to improve the quality of work life in the school and the delivery of quality education.

TRAINING TIME AND COST:

Flexible (varies from 3 hours to full day). No cost.

WHERE:

Process conducted at site or district.

CEU/COLLEGE CREDIT:

IMPLEMENTATION TIME AND COST:

MORE INFORMATION AVAILABLE FROM:

Paul A. Sanchez
Consultant
Professional Development/Human Rights Department
Michigan Education Association
P.O. Box 2573
East Lansing, Michigan 48826-2573
517/332-6551 or 800/292-1934

OPTIONS & OPPORTUNITIES

Teressa V. Staten
Associate Superintendent,
Bureau of Educational Services

Prepared and Edited by
Fran Roberts Barbara Schneider

Steve Light, *Graphic Designer, Office of Public Affairs*

School Improvement Office
Janice Brown and Nancy Haas, *Coordinators*
Cinda Eltzroth, *Secretary*
517/373-6724

March, 1990

MICHIGAN
STATE BOARD OF EDUCATION
STATEMENT OF COMPLIANCE WITH FEDERAL LAW

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